**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 9/11 (1 day) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 4- Biographical Writing** | | |
| * **Essential Question(s):** How does asking and answering questions help me to understand key ideas and details while I read? How do good writers tell the story of someone else’s life? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  “I Survived 9/11” by Lauren Tarshis  Writing Process powerpoint  Chart Paper  Markers  Paper  Crayons | | | | **Biography, fact, writing process, brainstorming, organizing** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  X Shared (We)   * Guided Practice (few) * Independent (you) | **Reading**  **Standards: RI.2.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RI.2.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):** I can ask and answer questions to demonstrate the understanding of key details.  **Instructional Plan:**   * Teacher will review 9/11 by asking students what they know (students will write on sticky notes) Teacher will review realistic fiction and story elements * Teacher will introduce text on “I Survived 9/11” * Teacher will review good reader strategy of making predictions using anticipation guide * Students will predict challenges the boy faced and how he overcame those challenges * Teacher will do read aloud, stopping to discuss key comprehension and check predictions * Students will discuss character traits of the heroes from 9/11 in their table groups and then as a class.   \*\*Connect story elements to the person’s actual life | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.2**Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **I Can Statement(s):** I can write informative pieces.  I can use facts in my writing.  **Instructional Plan:**   * Teacher will ask students how they think the author was able to write the story about 9/11. She will guide them in figuring out that the author must have done research or an interview to find his or her facts. Discuss why it’s so important to tell stories like these. * Teacher will explain to students that she will take the interview questions from Task 3 (one example) and make a plan for writing. * Teacher will begin writing process anchor chart, adding brainstorming and organizing (refer back to writing process learned last week) * Show “writing process” power point to review * Model for students how to take questions and make a graphic organizer in an order that makes sense for writing a paragraph about the person (show 2 diff. ways) * Let students meet with a partner and talk about their person and how they might make a plan for their writing. * Have students create their graphic organizer independently (using the organizer of their choice) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Word Study**  **Standards: L.2.2.e.**Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives  **I Can Statement(s): I can demonstrate how to spell words using the sounds. I can demonstrate how to check the spelling of words by looking them up in the dictionary.**  **Instructional Plan:**  **\***During writing model for students how to “sound out” words by stretching out their beginning, middle and end sounds.  (\*during editing show students how to circle words they were unsure of and look them up to find the correct spelling) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts*with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s): I can follow the rules of discussion and add to what was said.**  **Instructional Plan:**  \*Teacher will model listening to a person’s ideas during responding with a question or positive idea. | | | | |
| **Closing/Summarizing Strategy** | Students will turn and talk to a shoulder partner about the writing process and what part they did today. They will discuss how it will help them when they begin to write. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students could read another biography and begin writing facts about that person’s life. | | Students can meet with teacher to identify which ideas to write first. Color coded organizer can be used. | | | Students can meet with teacher to identify which ideas to write first. Color coded organizer can be used. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Students graphic organizers | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*